DOCUMENT RESUME

ED 232 034 CE 036 509

AUTHOR	Lombana, Judy H.
TITLE	Success for Students with Visual or Hearing Impairments. Sources to Upgrade Career Counseling and Employment of Special Students.
INSTITUTION	Florida State Univ., Tallahassee. Center for Studies in Vocational Education.
SPONS AGENCY	Florida State Dept. of Education, Tallahassee. Div. of Vocational Education.
PUB DATE	Jan 82
NOTE	50p.; For related documents, see CE 036 510-511.
PUB TYPE	Guides - Non-Classroom Use (055)
EDRS PRICE	MF01/PC02 Plus Postage.
DESCRIPTORS	*Career Counseling; Career Planning; *Counseling Techniques; Counselor Role; Educational Diagnosis; *Educational Resources; *Hearing Impairments; *Mainstreaming; Normalization (Handicapped); Parent Student Relationship; Physical Disabilities; School Counseling; Secondary Education; Student Evaluation; *Visual Impairments
IDENTIFIERS	Florida

ABSTRACT

As one of the publications of the Florida Sources to Upgrade the Career Counseling and Employment of Special Students (SUCCESS) Project, this guide is designed to provide school counselors, occupational specialists, and other guidance personnel with basic information and listings of resources concerning the career guidance needs of handicapped students. This handbook addresses the special needs of students with visual or hearing impairments. The first six of the guide's seven chapters cover the following topics: the counselor and students with visual or hearing impairments, counseling students with visual or hearing impairments, developing positive attitudes toward such students, career and educational planning, psychoeducational assessment (including lists of tests available for visually or hearing impaired students), and working with parents. The seventh chapter lists resources available for working with disabled students. A bibliography completes the handbook. (KC)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED232034

SUCCESS FOR STUDENTS WITH VISUAL OR HEARING IMPAIRMENTS

Sources to Upgrade Career Counseling
and Employment of Special Students

U.S. DEPARTMENT OF EDUCATION
NATIONAL INSTITUTE OF EDUCATION
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

☑ This document has been reproduced as received from the person or organization originating it.
☐ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official NIE position or policy.

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

D McQuat

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

CE 036505

State of Florida
Department of Education
Ralph D. Turlington, Commissioner of Education
Tallahassee, Florida
Affirmative action/equal opportunity employer

Division of Vocational Education

January, 1982

A PRODUCT OF THE SUCCESS PROJECT

Sponsored and published by:
Florida Department of Education
Ralph D. Turlington, Commissioner of Education

Produced by:
The Center for Studies in Vocational Education
Florida State University

For further information, contact:
Dissemination and Diffusion Section
Bureau of Research, Dissemination, and Evaluation
Division of Vocational Education
Knott Building
Tallahassee, FL 32301

Florida: A State of Educational Distinction. "On a statewide average, educational achievement in the State of Florida will equal that of the upper quartile of states within five years, as indicated by commonly accepted criteria of attainment." Adopted, State Board of Education, Jan. 2, 1981.

The public document was promulgated at a cost of $1,713.84 or $0.86 per copy, to provide counselors and occupational specialists with reference materials on career guidance for students with visual or hearing impairments.

DVE/06/82/2000

ACKNOWLEDGMENTS

The Division of Vocational Education would like to thank the following individuals:

Project Director and Writer: Judy H. Lombana, University of North Florida
Editor: Elisabeth McCurnin
Visual Designer: William J. Kidd

©State of Florida, Department of State, 1982

Authorization for reproduction is hereby granted to the State System of Public Education as defined in 228.041(1), Florida Statutes. No authorization is granted for distribution or reproduction outside the State System of Public Education without prior approval in writing.

The use of trade names in this document is strictly for the purpose of clarity and in no way should be considered an endorsement by the Department of Education, Florida State University, or The Center for Studies in Vocational Education.

CONTENTS

Introduction 1
1 The Counselor and Students with Visual or Hearing Impairments 3
2 Counseling Students with Visual or Hearing Impairments 8
3 Developing Positive Attitudes toward Students with Visual or Hearing Impairments 12
4 Career and Educational Planning 15
5 Psychoeducational Assessment 24
6 Working with Parents 33
7 Resources 38
Bibliography 43

INTRODUCTION

In recent years, state and federal legislation has mandated equal educational opportunities for handicapped students. As a result, thousands of students with various disabilities are being provided opportunities to stretch their horizons through academic competition, social interaction, and personal growth within the mainstream of public education.

Although opportunities in education and employment have undoubtedly increased in the past several years, handicapped people remain severely underemployed and undereducated in comparison with the general population. Handicapped students are not being provided the career education they need at the elementary and secondary levels. Consequently, the vast majority of these students complete school without the needed skills—vocational, personal, and social—to participate productively in society.

The responsibility for many aspects of students' career education has fallen to school counselors. Unfortunately, most counselors have had little or no training or experience in working with handicapped students. Although they are willing, many counselors feel unsure of where to begin.

The SUCCESS Project—Sources to Upgrade the Career Counseling and Employment of Special Students—is designed to provide school counselors, occupational specialists, and other guidance personnel with basic information and listings of resources concerning the career guidance needs of handicapped students. This handbook addresses the special needs of students with visual or hearing impairments.

CHAPTER 1

THE COUNSELOR AND STUDENTS WITH VISUAL OR HEARING IMPAIRMENTS

Many counselors hesitate to offer guidance services to students with visual or hearing impairments out of the common but mistaken belief that their needs are vastly different from those of other students. The truth is, of course, that handicapped students are, first and foremost, individuals. As unique persons, visually or hearing-impaired students have their own personalities, goals, needs, strengths, and weaknesses. Additionally, they progress through various developmental stages just as their nondisabled counterparts do. In short, students with visual or hearing handicaps are more similar to than different from their nonhandicapped age-mates.

Because of these many commonalities, counselors can readily apply their knowledge of and experience with human development when working with visually or hearing-impaired students. However, because students with such impairments do have some characteristics and problems that are not shared by others, they often have special needs or require special services from counselors, teachers, and other professionals within the school environment. In order for counselors to be of maximum help to these students, it is vital that they understand the special needs and characteristics of each student.

People who are handicapped, regardless of the nature of the disability, share some characteristics that serve to set them apart from the rest of the population.

- They are discriminated against in the work world. The rates of unemployment and underemployment among the handicapped are staggering. Most disabled persons exist at or near the poverty level, and only a small minority are economically self-sufficient. The range of occupations available to handicapped people has been extremely narrow, regardless of their training or demonstrated skills. Discrimination in employment is a major concern of handicapped individuals.
- The impact of the disability is related to factors such as age of onset, severity of the condition, personality of the individual, and reactions of significant others. Regardless of the nature of the handicap, people who are born with a disability tend to have an easier time adjusting to the situation than people who are disabled later in life. Students who have been blind since birth, for example, generally "feel" less handicapped than individuals who lose their sight during the teen years.
- People disabled after birth experience certain stages or phases as part of their adjustment to the handicap. The stages include denial, anger, depression, and acceptance. Each stage is natural and necessary for optimum acceptance to occur; difficulties arise only when an individual becomes stuck in a given phase.
- Regardless of the nature of the disability, the parents of handicapped people play a vital role in their children's psychological adjustment and ultimate social, educational, and

vocational success. The more that parents can treat their disabled children as normal, the greater the chances that the children will be able to live normal lives.

Because their handicaps involve a sensory loss, visually and hearing-impaired students share certain characteristics. Students with both types of disabilities must learn to compensate for their handicap by building on their remaining senses. Visually impaired students, for example, often develop their sense of hearing and their sense of touch to a much greater degree than nondisabled persons, and they use their other senses to aid them in mobility. Likewise, deaf people learn to rely on their sight to interpret the world around them, and they are often able to learn skills, such as lip reading, that hearing persons find exceedingly difficult.

Although both hearing-impaired and visually impaired students are often able to compensate for a loss by using other senses, they do live in restricted environments, and their disabilities affect them in some ways that cannot be remediated. For example, it is virtually impossible for children who have been blind since birth to grasp concepts such as size and space. Deaf children, on the other hand, are restricted in their understanding of relationships between objects or ideas, which are primarily learned through the spoken word; they have no way of associating them with concrete objects. Thus, deaf children and blind children learn to perceive the world in somewhat different terms than other people. Counselors must learn to relate to these students in terms of the students' personal perception of reality.

Another characteristic visually and hearing-impaired people share is the vast difference among individuals with different degrees of disability. In many ways, students who are totally deaf or totally blind have more in common with each other than with students who have some vision or some hearing. The latter are not so dependent on their other senses for their understanding of the world. Neither are they so restricted in their learning; partially sighted children, for example, are able to use their residual vision to grasp the meaning of color, perspective, and space. Students with some hearing can learn the meaning of abstract words such as *why*, *because*, *until*, *beauty*, *truth*, and *justice*.

Just as totally disabled students have much in common, so do those people who are only partially handicapped. Students who are partially sighted or hard of hearing often have more difficulty adjusting to their handicap than those who have a total sensory loss. Partially sighted and hard of hearing young people seem to have a particularly hard time determining whether to identify with a disabled or a nondisabled population; as a result, they often feel that they belong to neither. These students also frequently attempt to hide their disability in an attempt to appear "normal." Because they are not honest about their disability, they often experience ridicule from their peers. Students with partial sight or partial hearing need understanding and assistance from the counselor as much as their totally disabled peers, if not more so.

Although each student is unique in his or her approach to life and

response to the loss of a sensory capacity, certain characteristics are often associated with visually or hearing-impaired students. Awareness of these characteristics will enable counselors to be of maximum assistance to students and their families.

Students with Visual Impairments

Lack of mobility is generally regarded as the most serious consequence of blindness. Regardless of popular stereotypes to the contrary, blind people do not have a built-in "sixth sense," nor are their auditory, tactile, or olfactory senses innately more receptive than those of sighted people. Many blind people have learned to use their remaining senses more completely and carefully than their sighted counterparts. Numerous aids and devices have been developed to facilitate the mobility of blind persons, including the long cane, the guide dog, and various electronic devices. Mobility training is an absolute necessity for all blind persons; without the freedom to move about independently, the blind individual is extremely limited in the extent of his or her social relations, learning experiences, and vocational possibilities.

Self-confidence is determined to a great extent by the attitudes and behavior of a blind child's parents. Parents who feel guilt and a sense of responsibility for their child's blindness frequently communicate debilitating messages that result in the child's developing inferiority feelings. Frequently, in an attempt to assuage their guilt or to shield the child from additional burdens, parents overprotect the youngster to such an extent that s(he) fails to learn necessary skills of mobility and self-care. Consequently, the child fails to develop the self-confidence that follows achievement and mastery. Other parents, realizing the ultimate benefits of independence and self-reliance, encourage their blind children early in developmental and social skills. Blind students whose early experiences have been as similar as possible to those of sighted children adjust a great deal more easily to the academic and social demands of school and to the subsequent requirements of the work world.

During adolescence, blind students experience the same "growing pains" as their sighted peers. They need to learn how to interact in social situations, how to dress and groom themselves properly, how to develop appropriate social habits, how to deal with their budding sexuality, and how to cope with their conflicts regarding dependence and independence. The natural concern over a growing and changing body and the desire to appear appropriately dressed and groomed are frustrated when feedback from a mirror is missing. Social skills, particularly those involving the many nuances of nonverbal communication, will need to be systematically taught to blind students.

Fortunately, a knowledgeable and sensitive counselor is in an excellent position to help blind students develop the skills that affect interpersonal relationships and, ultimately, bear on all aspects of an individual's future.

Students with Hearing Impairments

A child who is born deaf or is deafened before the age of three is said to be prelingually deaf. Such children face considerable difficulties in the acquisition of language, including speech, reading, and vocabulary comprehension. In spite of normal intellectual potential, the reading ability of the average prelingually deaf adult is around the fourth-grade level. Most prelingually deaf students are limited in their ability to communicate orally and are, therefore, isolated to some degree from the world of the hearing.

People who lose their hearing after they have acquired some language but before entering the work world (between the ages of 5 and 19), are said to be prevocationally or postlingually deaf. They are usually successful in retaining their early speech, which facilitates their language development. Still, the reading ability of the average prevocationally deaf adult is about the sixth-grade level.

The inhibition of language development in deaf students affects far more than their ability to read, write, speak, and comprehend. Many deaf people become particularly attuned to nonverbal messages and respond to their interpretation of such cues more than hearing people. But deaf students miss the tones and inflections of the spoken word, which many researchers believe contribute more to personal development than the words themselves. Mores, habits, values, social maturity, and self-confidence are among the many learnings developed from day-to-day exposure to the paraverbal and nonverbal accompaniments of the spoken word. Because of their relative lack of interpersonal communication, many deaf students are characterized as aloof, introverted, naive, emotionally immature, socially unskilled, dogmatic, or vocationally apathetic.

Approximately 90 percent of deaf children are born to hearing parents. These children face more difficulties in growing up than children of deaf parents. Hearing parents are more traumatized by the discovery of their child's deafness; they usually discover the deafness later, begin education and treatment later, and are more apt to either coddle or reject the child. Additionally, hearing parents usually feel more guilt concerning the child's deafness, and they are less likely to encourage the use of sign language. In fact, many hearing parents themselves never learn the manual alphabet or sign language, resulting in greatly restricted communication with their own children. On the other hand, many deaf parents expect their children to be deaf; they generally begin manual communication with the child in infancy, have more realistic expectations, and are more relaxed with the child. Consequently, deaf children of deaf parents are subject to less isolation, experience more acceptance and greater parent-child communication, and exhibit fewer tendencies toward psychological and behavioral disorders.

Depending on a wide variety of circumstances, deaf students may use one or several methods of communication. Most employ speech at least some of the time, although prelingually deaf persons are generally more restricted in its use. The majority of prevocationally deaf people communicate through finger spelling, signing, and

writing, as well as speech. Currently, the prevailing educational emphasis is on "total communication"—the use of both oral and manual means of communicating. Total communication appears to afford the deaf student the best opportunity to succeed in both the smaller world of the deaf and the larger world of the hearing. Students who are accustomed to speaking and to lip-reading find it easier to identify with their hearing peers; in the work world, more than 90 percent of successful deaf professionals use speech to some extent, and financial success has been greatest for deaf persons who use both oral and manual communication. Vocational success, however, is certainly possible for all deaf persons, regardless of communication style.

For Further Information

Ayrault, E. W. *Helping the Handicapped Teenager Mature.* New York: Associated Press, 1971.

Chapman, E. K. *Visually Handicapped Children and Young People.* London: Routledge and Kegan Paul, 1978.

Jan, J. E.; Freeman, R. D.; and Scott, E. P., eds. *Visual Impairment in Children and Adolescents.* New York: Grune and Stratton, 1977.

Love, H. D., and Walthall, J. E. *A Handbook of Medical, Educational, and Psychological Information for Teachers of Physically Handicapped Children.* Springfield, Ill.: Charles C. Thomas, 1977.

Neyhus, A. I., and Austin, G. F., eds. *Deafness and Adolescence.* Washington, D.C.: A. G. Bell Association for the Deaf, 1978.

Schlesinger, H., and Meadow, K. *Sound and Sign: Childhood Deafness and Mental Health.* Silver Spring, Md.: National Association of the Deaf, 1972.

CHAPTER 2

COUNSELING STUDENTS WITH VISUAL OR HEARING IMPAIRMENTS

Other than problems associated with adjustment to their disability, visually or hearing-impaired students have basically the same problems their nondisabled age-mates do. Counseling strategies usually have to be altered in order to meet these students' special needs, however. Most hearing-impaired students, for example, have limited vocabularies, and their understanding of abstract terms is restricted. The client-centered approach of paraphrasing and reflection is inappropriate and frustrating for these students. Severely visually impaired students are hampered in their ability to communicate nonverbally, and their own lack of facial expression can result in misinterpretation by the counselor.

Although research findings on counseling visually and hearing-impaired students are limited, several strategies have proven generally effective. Group counseling is an effective medium to promote the development of appropriate social skills while providing a safe environment for practice. Groups must generally be smaller than usual to compensate for the participants' special needs, and a concrete, structured approach appears to work best. Role playing has also been effective in teaching social skills to both deaf and blind students.

Another counseling strategy that has been successful with handicapped students is bibliotherapy. Reading or hearing about the experiences of others helps students learn to cope more successfully with their disabilities, to deal with the insensitive comments of others, and to maximize their personal skills. Bibliotherapy can work well with visually or hearing-impaired students because of the wide range of books available in large type, on tape, or in braille as well as those presented through simplified vocabulary. The counselor can use bibliotherapy with individual students or with small groups. Typically, students read a story that presents a problem similar to one they are experiencing. As the students read, they begin to identify with the fictional character and then to experience a catharsis, or release of tension, concerning the problem. As students learn that others have experienced the same problem and have dealt with it successfully, the difficulties often fade in importance.

Blind and Severely Visually Impaired Students

Other than problems associated with adjustment to their handicap, the concerns that blind students bring to a counselor are basically the same as those of sighted students. While there is no particular theoretical orientation advocated for counseling blind people, there are a number of facets of the counseling process that may need to be modified by the counselor.

The following general communication tips could be followed by any person interacting with a visually impaired individual:

- If in doubt as to whether a blind person needs assistance, just ask. The tendency is to either move to assist a blind person

with every small movement, out of a belief that s(he) is totally helpless, or to avoid offering help out of a fear of seeming patronizing or overly solicitous. Blind people know when they need help, and most have learned to accept it graciously.

- When walking with a blind person, allow the person to take your arm. In an effort to be helpful, many people think they must steer a blind person around. Holding the arm or shoulder of a blind individual restricts movement, can throw the person off balance, and reduces the communication of direction from the guide's body. Further, since blind people must depend on a number of guides of differing skill levels, it is to their ultimate advantage to assume an active role in the process of getting about.
- It is not necessary to avoid words such as *sight*, *look*, or *see*. Such words have meanings other than "to observe with the eye," so attempts to eliminate them will only cause confusion. Blind people have been exposed to such words all their lives and seldom have emotional reactions to them.
- Indicate that you are talking to a blind person by addressing the person by name or lightly touching the person's elbow. If you are not sure that the person will recognize your voice, mention your name.

It is important that the counselor be sensitive to environmental cues that have particular meanings for blind students. Because they cannot observe nonverbal messages that communicate the emotional status of the counselor, blind students have learned to rely heavily on auditory cues. Their level of psychological comfort in the counseling situation may be affected by the efforts the counselor makes to integrate them into the environment. Most blind students are accustomed to structured activity and may be more comfortable with structure, particularly in the initial encounter. Thus, the counselor should be specific in making appointments, be ready for the student at the appointed time, and explain the counseling process carefully. It is helpful for the counselor to orient the student to the room, including its approximate size and the position of the furniture. The counselor must be careful to avoid behaviors such as paper shuffling or pencil tapping, as these noises may be perceived as inattentiveness, rejection, impatience, or annoyance. Blind students have learned to become especially attuned to the tones and inflections of sighted persons' voices; therefore, the counselor must be aware of his or her own voice rhythms and endeavor to use the voice, rather than facial expressions, to demonstrate appropriate attending skills. Conversely, blind people seldom communicate moods and emotions through their facial expressions. Thus, the counselor must learn to look for other means of assessing the client's mood. Movement and positioning of the fingers and hands are probably the most visible and consistent means by which a blind person expresses emotions such as tension or relaxation.

Group counseling has proven to be beneficial for blind students, particularly when both sighted and blind people are involved. The presence of other blind individuals allows the blind student to obtain support and reassurance as well as suggestions for coping with situations directly related to blindness. The participation of sighted students provides opportunities for interaction and feedback, as well as for building relationships and developing positive attitudes.

The counselor's skills in establishing and leading groups are particularly influential in determining the outcome of counseling for blind people. Because nonverbal communication is reduced, the leader needs to substitute audible reinforcers for head nodding and eye contact. The lack of eye contact may lead to two or more persons' frequently speaking at the same time, so the counselor must find ways to facilitate communication. Some counselors become more verbal and directive and even call on other group members. Others find that such procedures often turn the group session into a classroom-type discussion; they may prefer to work with a co-leader in order to keep in closer contact wth the group interaction.

In spite of the extra precautions and skills necessary when establishing and leading groups of blind and sighted students, the rewards for the blind students are great. Group work can serve to promote self-esteem by allowing participants to give, as well as receive, help. It meets the needs of blind youth for opportunities to gain group acceptance as well as to share ideas. It provides a safe situation for blind students to gain social skills, learn to interact positively, and obtain constructive feedback about behavior.

Deaf and Severely Hearing-Impaired Students

Ideally, counselors working with hearing-impaired clients would learn sign language in order to facilitate communication with those who use it. The manual alphabet is easily learned, and rudimentary skills can be developed with diligent practice. Sign language itself, including the use of manual signs for words, phrases, and concepts, is more difficult and requires extensive training. Even without such skills, however, counselors can use a variety of approaches to ensure that communication is productive, natural, and rewarding.

Some deaf students are adept at lip-reading, particularly with aid from the person with whom they are communicating. The following practical suggestions will help counselors speak to deaf students who can lip-read:

- Face the deaf student at a distance of less than four feet. Arrange the seating so that the light is directed onto your face.
- Keep speech natural, simple, and clearly enunciated. Avoid a marked slowdown in speech, grimacing, or shouting, all of which distort mouth movements.
- Avoid smoking or chewing while talking. Resist the tendency to rest the cheek in the hand, bend the head, or move about while talking.
- Watch the student's face for signs of difficulty in comprehension. When problems do arise, clarify them by

rephrasing, not by continued repetition.

- Have pads and pencils readily available for use by the student and yourself.
- Use any objects, people, or events at hand to help the student understand what is being said.

Some deaf students use oral speech as their primary mode of communication. Facility of speech varies greatly among deaf persons, however. Even the most articulate generally use tones and inflections that differ from the speech of hearing persons. The following suggestions will facilitate the counselor's understanding of a deaf person's speech:

- Allow the deaf student to talk uninterrupted for several minutes; this will enable you to become attuned to individual tones and rhythms. If the student is reserved, request that s(he) read something aloud.
- If comprehension is difficult, attempt to use lip-reading in conjunction with hearing. Although expertise in lip-reading is difficult to achieve, rudimentary skills are easily attained; most hearing persons use lip-reading unconsciously, as an adjunct to aural comprehension.
- Difficulties in comprehension can arise even when oral communication is generally successful. A casual request to write out key words or expressions can avoid temporary frustrations.

If sign language is the deaf student's primary form of communication, it may be necessary to use an interpreter in counseling sessions or interviews. It is important that the counselor take special pains to use the interpreter properly, because the achievement of rapport with a deaf student is especially difficult when communication must be conducted through a third person. The following suggestions will facilitate communication through an interpreter:

- Whenever possible, follow the student's preference in choice of interpreters. The use of parents or other close relatives frequently inhibits communication in counseling sessions and should be avoided when feasible.
- Seat everyone within comfortable visual range of each other, but place the student closest to you to reinforce your primary interest in him or her. Always address the student directly.
- Request the interpreter to wait until you have completed your statements before attracting the student's attention. Turn to the interpreter after completing your remarks, as a signal to begin.
- Request that the interpreter verbalize the statements as they are signed.
- Never develop, or allow the interpreter to initiate, side conversations about the student in the student's presence.

CHAPTER 3

DEVELOPING POSITIVE ATTITUDES TOWARD STUDENTS WITH VISUAL OR HEARING IMPAIRMENTS

One of the most frequent difficulties expressed by school counselors and other educators who work with students with visual or hearing impairments concerns the students' seeming lack of motivation to achieve academically and to attain vocational independence. Both visually and hearing-impaired students are characterized by terms such as "inhibited," "shy," "withdrawn," "apathetic," "unmotivated," and "dependent" far more often than students with other handicaps.

It is axiomatic that every student, regardless of any distinguishing factor, is, first and foremost, an *individual*, with unique personality characteristics. Nevertheless, deaf students and blind students may indeed *act* in ways that lead to personal characterizations of passivity more than nonhandicapped students or students with other disabilities. Yet it is important to remember several other facts. First, behaviors are learned, not inborn. Thus, if students with visual or hearing impairments tend to behave in similar ways, it follows that they have likely shared experiences related to the behavior. Second, many of the ways in which individuals view themselves and behave are reflections of the views and behaviors of others within the environment. Individuals are so susceptible to conditioned responses by family, adult role models, peers, and other significant individuals, it is to be expected that strong influences are exerted daily on everyone.

Examination of the literature concerning attitudes toward disabled persons clearly reveals that peers, parents, and teachers all have lower expectations of, and exhibit more negative personal responses and avoidance behaviors toward, students who are deaf or blind. Often, in a misdirected effort to be kind, peers and adults alike patronize these students, treating them as though they were incapable, inferior, and incomplete. Instead of encouraging the students to build upon their strengths. children and adults often react to a deaf or blind person as if s(he) were handicapped all over instead of just in a particular sense organ. This reaction, often referred to as the "spread phenomenon," is illustrated when blind persons are shouted at as though they were also deaf, or when a deaf individual is treated as though s(he) were also retarded.

Condescension, overprotection, avoidance, or pity has a profound impact on handicapped individuals. Helen Keller expressed the extent of this impact when she stated that "not blindness, but the attitude of the seeing to the blind is the hardest burden to bear." Many of the vocational problems of handicapped people are the result of faulty thinking and negative attitudes of employers. Teachers and other school personnel contribute to handicapped students' underachievement through low expectations and lessened standards of performance. Parents' ambivalent responses to a handicapped child—growing from guilt, resentment, lack of knowledge, and the burdens of coping with a disabled child on a continual basis—can have a devastating effect on the child's social adjustment.

In addition to the attitudes transmitted by parents, educators, and employers, societal stereotypes and fears concerning blindness and deafness are projected through the media and reinforce negative responses. Typical media representations of handicapped people in extraordinary roles—either as helpless, pitiable people or as paragons of accomplishment and virtue—have furthered the view that people who are deaf or blind are vastly different from the general population.

Children can develop stereotypical views of handicapped people as early as four years of age; yet their views are not usually firmly entrenched until much later. If counselors and other educators are to facilitate the career development of handicapped students, they must include guidance services designed to develop positive attitudes toward disabled individuals and to destroy the many negative social stereotypes that exist among both children and adults.

Although negative attitudes are often deeply ingrained, they can be changed. Research has identified three primary methods of developing positive images of disabled people: contact, information, and simulation. The most successful programs are those that use all three modes.

For the most effective change, contact with disabled persons should be structured in a positive vein. If students are repeatedly exposed only to handicapped persons who are dependent, self-pitying, and unhappy, for example, there is little chance that they will form positive images associated with that particular handicap. In some instances, the presence of disabled students in a classroom is sufficient to produce positive attitudinal changes, provided that they are well-adjusted and mature. More rapid positive change is effected when "models"—either students or adults—make special presentations to the class. Although this situation is somewhat artificial, students appear more comfortable asking direct questions and sharing fears with someone who is not a regular class member. The insights gained and misconceptions dispelled, however, do appear to carry over into the regular classroom atmosphere and result in more positive attitudes toward other handicapped students.

Information about a particular handicap can remove the mystery associated with it and help dispel fear. When appliances such as hearing aids or long canes are presented as facilitative tools and their positive benefits demonstrated, they can more readily be accepted as natural aids to make daily living more pleasant. Obtaining aids and appliances is not usually as difficult as many counselors believe. Local chapters of many service organizations will lend certain devices, and many associations will provide an individual to demonstrate their use. Among the many tools frequently employed by deaf or blind people are: the long cane, braille typewriters, books in large print, tactile maps, hearing aids, door "bells" and telephone "bells" that blink rather than ring, sign-language cards and games, and braille games. Children or older students with visual or hearing handicaps can be encouraged to share and demonstrate their various aids with class members. A matter-of-fact approach is generally the most effective in

dispelling fears and uncertainties. Organizations such as the American Foundation for the Blind and the National Association of the Deaf publish informative materials and distribute high-quality films and filmstrips that are suitable for both elementary and secondary school students.

Students of all ages gain understanding and appreciation of others by trying to experience a sample of another's life. Filmed vignettes and unfinished stories provide excellent introductions to role-playing exercises. Having students experience an entire school day blindfolded or wearing earplugs helps them understand the difficulties and coping mechanisms of students with visual or hearing impairments. Such activities also promote awareness of environmental barriers, facilitate discussion of issues of independence and responsibility, and foster understanding of the effects of prejudice and stereotypical views. Many experiential or simulation activities can be adapted from materials originally designed for other purposes. Additionally, several commercially available kits and booklets describe various activities that can be implemented in the classroom. These resources are listed in Chapter 7.

The counselor may need to work directly with visually or hearing-impaired students as a means of combating negative attitudes, since these attitudes are partially determined by the beliefs and behaviors of handicapped people themselves. Because disabled students often spend their early years in residential schools or in overly protective family environments, they are frequently socially immature and distrustful. Handicapped children tend to internalize the attitudes and behaviors of others, which frequently results in low self-esteem and lack of self-confidence. Also, most disabled students are not fully aware of the stress and awkwardness their nonhandicapped peers feel as a result of their unfamiliarity with handicapping conditions.

The focus of attitudinal training for handicapped students could encompass two broad topics: the development of personal self-esteem and the development of skills necessary to accept and deal with others' stress. Both areas could be approached through methodology similar to that used with nonhandicapped students. Role playing, bibliotherapy, group discussion, and simulated social encounters provide opportunities for students to share common concerns and fears, learn from the experiences of others, receive group support, and practice new behaviors.

CHAPTER 4
CAREER AND EDUCATIONAL PLANNING

Although most adults with severe hearing or visual handicaps are employed, the vast majority work in a few limited occupations, and most are not totally self-sufficient. Research has consistently shown that both deaf and blind individuals are capable workers; there are literally thousands of jobs at various levels that handicapped people can perform successfully. Furthermore, handicapped people have better attendance records, report greater job satisfaction, and have fewer accidents than nonhandicapped workers. Yet employers still hesitate to hire persons with physical handicaps, and myths concerning insurance rates and other employer costs abound.

In recent years, Congress has passed several laws designed to help the employment situation of the handicapped. Section 504 of the Rehabilitation Act, for example, specifically prohibits any employer who receives more than $2500 a year from the federal government from discriminating against employing handicapped workers. The law describes procedures that must be followed in hiring, and it offers due-process procedures for handicapped people who feel they have been treated unjustly.

Although Section 504 and other legislation will undoubtedly have a significant impact on employment possibilities for handicapped people, it is important that counselors recognize that many other factors also contribute to the situation. Handicapped students have traditionally received less career education than nonhandicapped students, and several surveys have pointed to the lack of career planning as a major problem in both residential and day schools for disabled students.

At the elementary and junior high school levels, career awareness programs need differ little from those offered to nonhandicapped students. The major modification needed for visually or hearing-impaired students is the structuring of activities so that the students are assured of opportunities to observe and explore the world of work from several different vantage points. Hearing and visually impaired students generally have had fewer social experiences than their nonhandicapped age-mates. Thus, learning that appears to occur with most students through occasional experiences may need to be actively and systematically taught.

One hindrance to the career decision making of visually handicapped students is the lack of job information. Until recently, very few career-oriented materials were available in braille, talking books, or large type; consequently, written information concerning the nature of work, job requirements and satisfactions, or means of exploring vocational interests is limited. Visually handicapped students have frequently been hampered by a lack of effective role models. In contrast to sighted children, who can observe adult workers as a matter of course, the visually handicapped child cannot develop the concepts involved in career awareness without being actively taught.

In order to help students develop realistic goals and expectations,

as well as basic information about the world of work, counselors need to involve the family, the school, and the community. Counselors can be instrumental in helping parents, through exposure and discussion, contribute to their child's formation of career awareness and the relationship of work to life satisfactions. Visits to local businesses, talks by community workers, and discussions with successful blind workers can serve to increase students' knowledge of the work world. Classroom teachers can contribute to the career planning of visually handicapped students in several ways. First, they can provide opportunities for the students to develop positive attitudes toward themselves through encouragement and support. They can help the students gain information about and interest in the world of work by incorporating career education activities into the curriculum. They can also help students achieve their academic potential by establishing consistent classroom standards and by providing appropriate classroom modifications. Counselors can equip teachers with the necessary motivation, materials, and methods through inservice activities and individual consultation.

Many deaf students acquire occupational information from older deaf students or from deaf adults working in a few restricted fields. They are generally unaware of the broad range of vocational opportunities available to them, and they are inclined to stereotype jobs by sex and by hearing ability. Schools for the deaf and self-contained classes within public schools frequently exclude comprehensive career education, and occupational information is often extremely limited. As a result, deaf students typically have much lower career aspirations than their hearing peers. Even deaf students whose intellectual capacity and academic achievement are particularly high often choose to enter manual trades. Through group and individual guidance activities, the counselor can provide opportunities for hearing-impaired students to practice independent thinking and behavior focusing on self-examination and career planning. Several packaged decision-making programs can be modified for use with deaf students. Two career development programs that have been field-tested and used extensively with deaf students are *Career Insights and Self-awareness* (Houghton Mifflin, 1973) and *The Step Method: Learning and Practicing Thinking Skills* (The Psychological Corporation, 1979).

Deaf and hard-of-hearing students need to develop appropriate work habits and, frequently, to overcome alienating interpersonal behaviors. The development of social maturity and self-sufficiency is generally accomplished through years of informal give-and-take between children and their friends, their parents, teachers, and other contacts. The deaf student's interaction has been much more confined, structured, and inhibiting. Consequently, many deaf workers have developed inappropriate habits: calling employers by nicknames, reacting defensively to innocent remarks and jokes, distrusting motives of co-workers, and asking extremely personal questions. Fortunately, systematic training through role-playing and feedback can change such behaviors, which would obviously be detrimental in a work situation. Because many deaf students have been overprotected in comparison to

their hearing peers, they frequently communicate a lack of self-reliance, which can result in employers' concerns about their vocational competence. Hearing-impaired students need to learn how their behaviors affect others, to practice independent communication, and to acquire practical and necessary vocational behaviors such as dependability and punctuality.

Assessing Students' Vocational Interests

Formal measures for assessing the vocational interests and aptitudes of students with visual or hearing impairments are somewhat limited. The vocabulary level of most paper-and-pencil instruments is too high for many deaf students, and few instruments are available in braille or large print for blind or partially sighted students. The following commercially available materials have been used with some degree of success.

Hearing-impaired Students

The Career Ability Placement Survey (CAPS) (Educational and Industrial Testing Service; San Diego, CA 92107) measures various abilities related to 14 selected occupational clusters. This career awareness/exploration instrument for high school students consists of a battery of eight five-minute ability tests. Included are tests of mechanical reasoning, spatial relations, verbal reasoning, numerical ability, language usage, word knowledge, perceptual speed and accuracy, and manual speed and dexterity. CAPS is best used in conjunction with other measures of interests.

The Career Assessment Inventory (CAI) (NCS Interpretive Scoring Systems; 4401 West 76th St.; Minneapolis, MN 55435) is considered the "blue collar" version of the Strong-Campbell Interest Inventory. This 305-item inventory is suitable for individuals who are seeking a career that does not require a four-year or advanced college degree. The CAI is scored in three categories: theme scales, basic interest scales, and vocational interest or occupational scales. Each individual is ranked according to general occupational themes and their relevance to the various occupational scales. Examples and *Occupational Outlook Handbook* references are presented to clarify interpretation. The vocabulary level is relatively low.

The Kuder Occupational Interest Survey (KOIS)—Form DD (Science Research Associates; 259 East Erie St.; Chicago, IL 60611) provides both educator and student with general data concerning a student's occupational interests. This 100-item inventory allows the student to indicate his or her most and least preferred activity from a selection of three possible responses on each item. A few of the occupational areas included are outdoor, mechanical, artistic, scientific, clerical, and social service. There are no time limits, and scores are reported as percentile norms. The KOIS may be too highly verbal for many deaf and hearing-impaired students. A sixth-grade reading ability is required.

The Picture Interest Exploration Survey (PIES) (Educational Achievement Corp.; P.O. Box 7310; Waco, TX 76710) requires no

reading or familiarity with the world of work and is easy to score. PIES relies solely on pictures to convey information, which contributes to its suitability for nonverbal youngsters but raises questions concerning its validity.

The Strong-Campbell Interest Inventory (SCII) (Psychological Corp.; 757 3rd Ave.; New York, NY 10017) produces a broad picture of an individual's expressed interests. The SCII is oriented toward persons interested in professional, semiprofessional, and managerial occupations that usually require four-year and/or advanced college preparation. This 325-item inventory consists of 23 basic occupational scales. The SCII may be too highly verbal for many deaf students, since a sixth-grade reading ability is required.

The Wide-Range Interest-Opinion Test (WRIOT) (Guidance Associates of Delaware; 1526 Gilpin Ave.; Wilmington, DE 19806) measures a large number of diverse vocational interests. It requires no reading other than the words *least* and *most*. Special instructions are provided for severely or multiply handicapped individuals.

Visually Impaired Students

The Kuder General Interest Survey—Kuder E (KGIS) (Science Research Associates; 259 East Erie St.; Chicago, IL 60611), an untimed, self-scoring measure of a student's (grade 6-12) interests, is often very useful in a vocational counseling situation. Ten interest-area scores are reported: outdoor, mechanical, computational, scientific, persuasive, artistic, literary, musical, social service, and clerical. A verification score is also reported, and the interest-area scores are presented on a student's profile sheet in percentile rankings. The KGIS can be administered orally, in braille, or on tape. Braille answer sheets are available from Howe Press; Perkins School for the Blind; 175 North Beacon St.; Watertown, MA 02172.

The Kuder Preference Record—Personal (KPR-P) (Science Research Associates; 259 East Erie St.; Chicago, IL 60611) is both a personality and vocational inventory for students (grades 9-16) and adults. Administered together, the KGIS and the KPR-P are very useful in defining interest and personality factors necessary for accurate vocational decision making. This 168-item inventory evaluates five broad determinants of behavior: group activity, stable situations, working with ideas, avoiding conflict, and directing others. Results are presented in normative and standard score forms. The KPR-P can be given orally, in braille, or on tape. Braille answer sheets are available from Howe Press (see address under the listing for the KGIS). Test administration takes from 40 to 45 minutes.

The PRG Interest Inventory for the Blind (Nevil Interagency Referral Service; 919 Walnut St.; Philadelphia, PA 19107) is an interest inventory based on jobs done and hobbies chosen. It was developed to overcome a blind subject's tendency to answer on the basis of what s(he) can and cannot do rather than on his or her true interests. The PRG can be administered orally or by tape recording.

The Strong Vocational Interest Blank (for men, SVIB; for women, SVIB-W) (Consulting Psychologists Press; 557 College Ave.; Palo

Alto, CA 94306) is useful in discovering the extent to which an individual's (age 16 and older) interests and preferences agree with those of persons who are successfully involved in specified occupations. It is generally used with subjects considering professional or semiprofessional careers. The SVIB and SVIB-W both contain 399 items, which the subjects respond to by indicating their likes, dislikes, or indifference. The responses are then scored and divided into three main interest areas: basic interests, occupational interests, and nonoccupational interests. Both the SVIB and SVIB-W can be read aloud or taped. Total testing time ranges from 30 to 60 minutes.

Postsecondary Educational Planning

Helping visually or hearing-impaired students select the most appropriate postsecondary training is a major responsibility of the school counselor. Because these students often must cope with environmental or attitudinal barriers in addition to the challenges posed by their handicap, they can seldom afford the luxury of making mistakes in their choice of educational or vocational training. All too often, handicapped students are encouraged to pursue a college education with little regard for the difficulties involved or the tenuous nature of the financial rewards. Several large-scale research studies have shown that handicapped students who are college graduates are often employed in lower-paying and less-satisfying jobs than students who chose vocational training instead. Regardless of the legal and attitudinal changes that are breaking down many educational and vocational barriers, the fact remains that handicapped students who pursue a college education must cope with many demands and pressures for which they may not be prepared.

One of the difficulties students with sensory handicaps must cope with involves academic competition. Visually or hearing-impaired students may have been awarded "sympathy grades" in elementary and high school, or they may have competed only against other students with handicaps. Consequently, they may not have a realistic idea of their own academic abilities, or they may not realize the level of competition they will face in college.

The counselor will need to help students who desire to attend college maximize their chances for success. Part of this preparation will include appropriate assessment of academic readiness. Additionally, the students will need as much information as possible about the services colleges and other organizations provide to help overcome obstacles posed by physical handicaps.

For visually impaired students, the most useful help may consist of obtaining texts and other materials in braille or large print. In Florida, the primary agency serving blind persons is the Florida Department of Education's Division of Blind Services. Among other services, the Division will arrange for tuition, books, room and board, transportation, reader services, and various low-vision aids for legally blind students.

Hearing-impaired students require a larger array of services. More than 60 postsecondary schools across the country offer special

programs and comprehensive services for hearing-impaired individuals. The remainder of this chapter contains brief descriptions of schools, focusing primarily on facilities in the Southeast. Special services offered are keyed to the following list:

1. Special classes for deaf students
2. Interpreters in regular classes
3. Tutoring services
4. Note-taking services
5. Vocational guidance services
6. Manual communication training for students
7. Manual communication training for instructors
8. Personal counseling services
9. Social/cultural activities
10. Vocational placement services
11. Speech and hearing services
12. Supervised housing

Florida Schools

Name of Institution:	St. Petersburg Junior College
Information Contact:	Director, Program for the Deaf; St. Petersburg Junior College; Clearwater Campus; 2465 Drew St.; Clearwater, FL 33515; 813/443-0681
Program Emphasis:	Liberal Arts, Vocational-Technical
Special Services:	1-9
Sample Areas of Study:	Business Occupations, Computer Science

Name of Institution:	Tampa Technical Institute
Information Contact:	Director, Educational Services for the Deaf; 3920 E. Hillsborough Ave.; Tampa, FL 33610; 813/238-0455
Program Emphasis:	Vocational-Technical
Special Services:	1-8, 10
Sample Areas of Study:	Commercial and Fine Arts, Computer Science, Drafting and Design, Engineering and Technology, Technical Illustration

Name of Institution:	University of South Florida (Department of Communicology)
Information Contact:	Counselor, Division of Vocational Rehabilitation; Department of Health and Rehabilitative Services; 4809 North Armenia; Tampa, FL 33603; 813/272-3858
Program Emphasis:	Liberal Arts, Vocational-Technical
Special Services:	2, 4, 6, 8, 11
Sample Areas of Study:	Accounting, Education, Medical Technology, Sociology, Zoology

Southern Schools

Name of Institution: Central Piedmont Community College
Information Contact: Program Specialist, Postsecondary Program for the Deaf; P.O. Box 4009; Charlotte, NC 28204; 704/373-6739
Program Emphasis: Vocational-Technical
Special Services: 2-5, 7-10
Sample Areas of Study: Auto Maintenance, Business, Commercial Art, Computer Programming, Human Services, Sewing

Name of Institution: Chattanooga State Technical Community College
Information Contact: Coordinator; 4501 Amnicola Hgwy.; Chattanooga, TN 37406; 615/698-8681
Program Emphasis: Vocational-Technical
Special Services: 1-11
Sample Areas of Study: Advertising Arts, Data Processing, Early Childhood Education, Electrical-Electronic Technology, Management Technology, Radiological Technology

Name of Institution: Delgado Junior College
Information Contact: Director, Program for the Deaf and the Hard of Hearing; 615 City Park Ave.; New Orleans, LA 70119; 504/486-7393
Program Emphasis: Vocational-Technical
Special Services: 1-11
Sample Areas of Study: Air Conditioning, Auto Mechanics, Carpentry, Commercial Art, Food Preparation, Welding

Name of Institution: Lee College
Information Contact: Coordinator, Hearing Impaired Project; Box 972; Baytown, TX 77520; 713/427-6531
Program Emphasis: Vocational-Technical
Special Services: 1-10
Sample Areas of Study: Auto Mechanics, Data Processing, Drafting, Horticulture, Radio-TV, Upholstery

Name of Institution: Tennessee Temple School for the Deaf
Information Contact: Director; 1814 Bailey Ave.; Chattanooga, TN 37404; 615/698-6021
Program Emphasis: Vocational-Technical
Special Services: 1-5, 7-11
Sample Areas of Study: Bible, Christian Education, Industrial Arts, Secretarial

National Schools

Name of Institution:	Columbus Technical Institute
Information Contact:	Supervisor, Technical Education Programs for the Deaf; 550 E. Spring; P.O. Box 1609; Columbus, OH 43215; 614/221-6743
Program Emphasis:	Vocational-Technical
Sample Areas of Study:	Accounting, Animal Health Technology, Architecture, Business Data Processing, Food Service Mid-Management, Graphic Arts, Medical Laboratory, Technology

Name of Institution:	Gallaudet College
Information Contact:	Director of Admissions; Washington, DC 20002; 202/447-0841
Program Emphasis:	Liberal Arts
Special Services:	1, 5-12
Sample Areas of Study:	Art, Chemistry, Counseling, Government, Home Economics, Physical Education

Name of Institution:	Northern Illinois University (Department of Communication Disorders)
Information Contact:	Director, Program for Speech and Hearing Impaired; DeKalb, IL 60115; 815/753-1481
Program Emphasis:	Preacademic or Prevocational
Special Services:	1-11
Sample Areas of Study:	Business Education, Language Arts, Mathematics, Social Issues, Vocational Education

Name of Institution:	Rochester Institute of Technology
Information Contact:	Dean, National Technical Institute for the Deaf; One Lomb Memorial Dr.; Rochester, NY 14623; 716/475-2411
Program Emphasis:	Commercial, Vocational-Technical
Special Services:	1-12
Sample Areas of Study:	Applied Photography, Computer Systems, Electrical Technology, General Engineering, Medical Technology, Printing

Each year a comprehensive listing of schools with special services for deaf students appears in an issue of *American Annals of the Deaf*. Additionally, several excellent directories are available commercially. Several of these resources are listed in Chapter 7.

For Further Information

Azrin, N. H., and Besalel, V. B. *Job Club Counselor's Manual: A Behavioral Approach to Vocational Counseling*. Baltimore: University Park Press, 1979.

Bailey, L. J., ed. *A Teacher's Handbook on Career Development for Students with Special Needs: Grades K-12*. Springfield, Ill.: Illinois Office of Education, 1977.

Hohenshil, T. H., and Maddy-Bernstein, C., comps. *Resource Guide: Vocational Counseling for the Handicapped*. Blacksburg, Va.: Virginia Vocational Guidance Programs, College of Education, Virginia Tech, 1980.

Kowle, C. P., comp. *Job Placement and Adjustment of the Handicapped: An Annotated Bibliography*. Columbus, Ohio: National Center for Research in Vocational Education, The Ohio State University, 1979.

Munson, H. L.; Egelston, J.C.; and Phillips, G. C. *Career Education for Deaf Students: An In-service Leader's Guide*. Rochester, New York: Center for the Study of Helping Services, University of Rochester, 1975.

Spungin, S. J., ed. *Precollege Programs for Blind and Visually Handicapped Students*. New York: American Foundation for the Blind, 1975.

CHAPTER 5
PSYCHOEDUCATIONAL ASSESSMENT

The growing child relies extensively on the senses of sight and hearing. Their use is especially crucial to the child's affective and cognitive development. Psychoeducational assessment can provide clues concerning the content of and degree of balance between these two developmental domains. Accurate assessment is not a simple matter, however, and even under the most ideal circumstances it may be particularly difficult with a visually or hearing-impaired individual.

The effective counselor must be aware of the theoretical and practical assessment/testing problems that confront not only normal children but exceptional children. This chapter provides a brief overview of testing difficulties often encountered by students with visual or hearing impairments and recommends a variety of assessment strategies.

Deafness makes test-taking an awesome undertaking for both educator and student. Because the content of and instructions for many tests are highly verbal, they may tend to measure language deficiencies more than they evaluate factors such as intelligence, ability, or social functioning. Highly verbal tests should be avoided except when the student's language skills are good or when the test is specifically designed to measure achievement in language or reading.

Only a counselor who can communicate adequately in the deaf student's preferred mode should attempt to administer psychological or educational tests to hearing-impaired students. The following general suggestions should also be kept in mind:

- Begin with several practice items to ensure that the student understands the testing procedure.
- Administer the easier or less-involved tests first, in order to minimize anxiety.
- Test in small blocks of time.
- Administer tests individually.
- Face the student so that lips and hands are not shadowed.

Obtaining a valid psychoeducational assessment of a visually handicapped student is also a difficult task. The following guidelines will help the counselor provide optimum conditions:

- To allow the student to make the best use of his or her residual vision, provide bright, glare-free lighting. If the student is light-sensitive, the room should be arranged so that light is provided from the side of the more-efficient eye.
- Allow the student to determine how far to sit from the test material and whether or not to use low-vision aids.
- Because anxiety can cause visually impaired individuals to lose visual efficiency, special efforts must be made to reduce tension. Rapport is essential, and adjustments in time limits may be necessary; testing should be conducted in short blocks of time. Tests should be given on an individual basis whenever possible, and visual and auditory distractions should be eliminated.

- The student with no useful vision will require special instructions. The examiner should tell the student all the information about both the test and the testing situation that a sighted person would discover visually. In performance tasks, the examiner should describe the objects being used and encourage the student to touch them before testing begins.

These procedural recommendations will help alleviate the major difficulties that may occur within the testing situation. The counselor should be aware of another difficulty, however, one concerned with the tests themselves.

The vast majority of educational and psychological tests were not developed for or standardized with deaf and blind students; therefore, they are frequently difficult to administer, and interpretation of the results is open to question. Even tests that have been especially developed for these populations generally have one or more problems. The content of tests developed as part of a thesis or dissertation, for example, may be of poor quality. The norms may be based on too small numbers or biased by the use of institutionalized populations. Moreover, test instructions may be poorly standardized or amateurish, requiring too much administration time.

Given these problems, it is vital that the counselor use tests sparingly and cautiously with visually and hearing-impaired students. Additionally, test-taking behavior may provide more information about the student than the test scores themselves. The counselor should employ a more personal means of assessment by noting factors such as the student's method of problem solving, level of persistence, reaction to failure, need for support from the examiner, body and facial movements, and attention span.

The following tests are among the ones that can be useful with visually and hearing-impaired students when used with discretion.

Hearing-Impaired Students

Intelligence

The Chicago Nonverbal Examination (Psychological Corp.; 757 3rd Ave.; New York, NY 10017) is useful as a supplementary screening device in the measurement of nonverbal aspects of intelligence in both hearing-impaired and nonhandicapped subjects ages six to adult. The test consists of 80 items divided among 10 performance subtests: digit-symbol (easy); incongruent element in a series; cube-construction counting; relation of parts to whole; similarities; picture reconstruction; picture sequences; pictorial absurdities; association of parts; and digit-symbol (difficult). Directions may be presented in writing or orally, and individual administration is suggested. Testing time is 25 minutes; Chicago IQ equivalents are reported as standard scores. This test is somewhat culture-bound, and the small pictures are often ambiguous.

The Hiskey-Nebraska Test of Learning Aptitude—Revised (HNTLA) (5640 Baldwin; Lincoln, NB 68508) assesses the major psychological constituents necessary for the educational process to be successful with deaf, hearing-impaired, or hearing children ages 3 to

17. This individual, nonverbal test consists of a series of 12 performance subtests, which sample behaviors in such areas as memory, visual perception, and spatial reasoning. The HNTLA is easy to administer and has no time pressures; testing time is usually 50 minutes. Directions can be given orally or pantomimed. Scores are reported in the form of "learning quotients" (LQ) for deaf and hearing-impaired subjects and deviation IQs for hearing subjects. Additionally, the HNTLA correlates well with the *WISC-R* and the *Stanford Achievement Tests.*

The Leiter International Performance Scale (C. H. Stoelting Co.; 1350 S. Kostner Ave.; Chicago, IL 60623) is an individual, nonverbal test of intelligence useful in screening children ages 2-18 who have sensory, motor, and/or language handicaps. The test consists of 68 nonlanguage performance tasks that specifically measure perceptual organization, discrimination abilities, and learning potential. Directions can be pantomimed if necessary. Although there are no time limits, testing time is usually from 30 minutes to an hour. It is suggested that this test be used with the *Arthur Point Scale of Performance Tests*. Some of the pictures are outdated and may be confusing.

The Wechsler Intelligence Scale for Children—Revised (WISC—R), for ages 5-15, and the *Wechsler Adult Intelligence Scale* (WAIS), for ages 16 and over (Psychological Corp.; 757 3rd Ave.; New York, NY 10017), are considered to be the most accurate instruments for assessing the intelligence of deaf and hearing-impaired subjects. Each test is composed of two subscales: verbal (six subtests) and performance (five subtests). Results are reported as a verbal IQ, a performance IQ, and a full-scale IQ. As long as the subject has adequate vision, the performance subscale is probably the most suitable for deaf and hearing-impaired students. If the student can read, however, some parts of the verbal subscale can be typed on cards and presented one at a time. Generally, lower IQ readings will result from dual administration, but comparison of the two subscales can be very useful in determining a student's verbal deficits.

The WISC—R is thought to be the best intelligence test for deaf children ages 9 to 16. Its performance subscale has been standardized on a deaf population; norms are available from the Office of Demographic Studies; Gallaudet College; Washington, DC 20002.

Achievement Tests

The Metropolitan Achievement Tests (MAT), 1970 edition (Harcourt, Brace, Jovanovich; 757 3rd Ave.; New York, NY 10017) are useful in measuring basic learning skills such as reading, mathematics, and language. Six levels of the test battery are available, from kindergarten through grade 9.5. Some of the subtests, such as reading and mathematics, can be administered separately; others can be employed as partial batteries. Testing time ranges from 2 to 5½ hours. From six to eight testing sessions are recommended for a complete battery. Scores are reported in stanines, grade equivalents, and/or percentiles. Norms are available for both hearing and deaf populations.

The Stanford Achievement Tests (SAT)—Special Edition for Hearing-impaired Students (Office of Demographic Studies/Test Dept.; Gallaudet College; Washington, DC 20002) measure academic achievement and the level at which a student is working. There are six battery levels, which range from grade 1.5 through grade 9.9. All levels test the usual language, reading, and arithmetic skills, as well as study skills. The upper-level batteries test the subject's knowledge of facts in conjunction with basic learning skills. The SAT takes from 2 hours to 4 hours and 29 minutes; the time is usually apportioned over from five to seven sessions.

The Wide Range Achievement Tests (WRAT)—Revised Edition (Psychological Corp.; 575 3rd Ave.; New York, NY 10017) measure achievement in spelling, arithmetic, and reading. The WRAT consists of two levels, for ages 5 to 11 and 12 to adult (or college level). Scores in each of the three skill areas tested are reported as standard scores, grade equivalents, and/or percentile norm ranges.

General Aptitude Tests

The Flanagan Aptitude Classification Tests (FACT) (Science Research Associates; 259 East Erie St.; Chicago, IL 60611) attempt to predict vocational success. The FACT consists of three battery levels (grades 9-12, grades 10-12, and adults). Subjects are tested on verbal reasoning, numerical ability, abstract reasoning, spatial relations, mechanical reasoning, language usage, and clerical aptitude. Responses are clustered according to the subject's special abilities. This "ability cluster" is then compared to various critical behaviors associated with specific occupational requirements. Results are presented as stanines and/or percentiles. Administration of the entire FACT battery requires eight hours. However, several of the FACT tests may be administered separately (from 5 to 40 minutes each). The FACT is a very long test and subjects often tire. They may become discouraged with the exaggerated brevity of some sections, and the required usage of various types of pencils often adds to the subject's confusion and, therefore, anxiety.

The USES General Aptitude Test Battery (GATB)—Revision for the Hearing Impaired (United States Employment Service and Rehabilitation Services Administration; United States Government Printing Office; Washington, DC 20402) is a multiple-aptitude test battery that indicates the occupational directions that youth (grades 9-12) and adults should pursue by measuring their current vocational learning capabilities. It does not, however, predict vocational success. The aptitudes measured on the GATB include general, verbal, numerical, spatial, clerical, form perception, motor coordination, and manual and finger dexterity. The GATB is generally administered by the state division of employment or, in schools, by approved examiners.

Social Functioning Tests

The Adjective Check List (ACL) (Consulting Psychologists Press; 270 Town and County Village; Palo Alto, CA 94306) is an individual, nonprojective personality measure useful for assessing students' (grades 9-16) and adults' self-concepts and levels of self-esteem. The ACL consists of a list of 300 adjectives, from which the subject selects the ones that s(he) perceives as describing herself or himself. This self-rating device produces 24 standard scores, which serve to inform the counselor as to the subject's degree of personal adjustment; counseling readiness; response modalities; and degree of self-confidence, self-control, and lability. Although it is not a timed test, the ACL usually requires only 15 to 20 minutes for administration.

The Draw-A-Person Test (DAP) (Western Psychological Services; 12035 Wilshire Blvd.; Los Angeles, CA 90025) is a projective personality measure that is useful as an adjunct to any test battery. It furnishes information pertaining to a person's interests, needs, tensions, environmental influences, personal relationships, emotional adjustment, self-image, and self-regard of persons ages 5 and older. Administration requires that the subject draw a person; directions may be pantomimed. When the initial drawing is completed, the subject is instructed to draw a person of the opposite sex and then to tell a story about each picture. Scoring is based on style, detail, emphasis, and other characteristics of the drawings. Aesthetic qualities are not considered.

The Mooney Problem Check List (MPCL) (Psychological Corp.; 757 3rd Ave.; New York, NY 10017) is a nonprojective personality measure designed to enhance an educator's understanding of a subject's interests, values, attitudes, and concerns. It also serves as an effective insight-building, self-appraisal device for the student. The MPCL has four levels: grades 7-9, 9-12, 13-16, and adults. Among the areas sampled are health, home, school, boy-girl relations, self-centered concerns, and economic security. From 7 to 11 scores are reported, depending on which level is administered. These scores merely serve as a basis for self-insight, counseling, and, in some cases, class discussion. Testing time ranges from 20 to 50 minutes. Misinterpretation may easily result from careless presentation and administration.

The Sentence Completion Test (SCT) (Psychologists and Educators; 211 W. State St.; Jacksonville, IL 62650) is a structured projective test. It can provide quick and accurate information concerning the feelings, attitudes, and orientations of deaf high school and college students toward significant figures and interpersonal events. The test consists of 35 incomplete, open-ended sentences, which the subject completes in one or more words. Scores are reported in six areas: self-concept, parental attitude, need for achievement, learning attitude, peer attitude, and body image.

Visually Impaired Students

Intelligence Tests

The Haptic Intelligence Scale for the Adult Blind (HIS) (Psychology Research; Dept. of Psychology and Education; Technology Center; Illinois Institute of Technology; Box 14; Chicago, IL 60616) is a nonverbal test based on the tactile approach. It was developed for blind and partially sighted adults ages 16 and older, as a supplement to the WAIS. Seven scores are derived from the six subtests: digit symbol, block design, object assembly, object completion, pattern board, bead arithmetic, and total. The HIS takes from 90 minutes to 2 hours. It is suggested that the time be divided into two sessions. Students with partial sight must be blindfolded, as viewing would invalidate the subject's performance. The blindfold may become an irritant during the lengthy sessions.

The Nonlanguage Learning Test (NLL) (Nevil Interagency Referral Service; 919 Walnut St.; 4th Floor; Philadelphia, PA 19107) is considered to be a good clinical instrument for evaluating performance, learning potential, and problem-solving ability. Norms start at age 16; however, the test is useful on an informal basis with children as young as 10. The NLL's flexible administration is based on a form board, on which the subject is asked to reproduce selected patterns with blocks. Interpretation is based on speed and behavior.

The Stanford-Ohwaki-Kohn Block Design Intelligence Test for the Blind—American Revision of the Ohwaki-Kohn Test (Western Psychological Services; 12035 Wilshire Blvd.; Los Angeles, CA 90025) is a functional performance test of intelligence for blind and partially sighted adults ages 16 and older. It not only estimates the subject's problem-solving ability but also assesses his or her approach to a task. This often-challenging measure requires the subject to copy 20 patterns of increasing difficulty, using blocks with two kinds of textures—smooth (white) and rough (black). The test is timed and usually requires from one to two hours. Interpretation is based on speed and accuracy, and results are presented as IQ scores. The test is lengthy and can be very tiring to the subject.

The Wechsler Intelligence Scale for Children—Revised (WISC-R), ages 5-15, and *The Wechsler Adult Intelligence Scale* (WAIS), ages 16 and over (Psychological Corp.; 757 3rd Ave., New York, NY 10017) are considered to be the most reliable predictors of school progress and academic success for blind and partially sighted individuals. Although the verbal subscales are the most widely used with this population, the performance subscales are sometimes useful in evaluating the *way* a visually handicapped subject sees. A low performance score may be a function of lack of vision rather than mental ability, however; therefore, it should not be weighted too heavily in terms of the individual's full-scale intelligence. The counselor should also be aware that the WISC-R yields lower scores than the WISC, which is the older form.

Achievement Tests

The American College Testing Program (ACT Assessment) (American College Testing Program; P.O. Box 168; Iowa City, IA 52240) is an ability test useful for predicting success in college. Available in braille, large type, and cassette, it is administered to candidates for college entrance five times a year at centers established by the publisher. There is an examination fee. The ACT is comprised of four tests of educational development and scholastic ability (English usage, mathematics usage, social studies, and natural sciences), plus a student-profile section and an interest inventory. A total of 2 hours and 40 minutes is required for the entire testing program.

The CEEB Achievement Tests (College Board Admissions Testing Program for Handicapped Students; Box 592; Princeton, NJ 08540) are useful for assessing college applicants' academic preparation and promise. Colleges use the results for selection and placement. The CEEB is administered from one to five times a year at centers established by the publisher. Fourteen various achievement tests are available in braille and oral presentation form. Visually handicapped students may work at their own speed, up to six hours a day.

The Diagnostic Reading Tests (DRT) (American Printing House for the Blind; 1839 Frankfort Ave.; Louisville, KY 40206) consist of three separate test batteries designed to appraise reading levels from kindergarten through the first year of college. Each battery includes a survey test developed to assess a subject's general reading proficiency, plus a number of supplemental tests designed to appraise more specific reading skills (rate of reading, story comprehension, and vocabulary). Copies are available in braille. Depending on the section being administered, testing time ranges from 20 to 50 minutes. Results are reported in percentiles.

The Myers-Ruch High School Progress Test (World Book Company; Yonkers, NY) measures students' (grades 9-13) general high school academic progress and achievement. The Myers-Ruch consists of four subtests (English, social studies, mathematics, and science), each containing 30 items. Blind or partially sighted individuals may use a reader. Total test time ranges from an hour to 70 minutes; extra time may be allotted to visually handicapped students.

The Stanford Achievement Tests (SAT)—Forms X and W (American Printing House for the Blind; 1839 Frankfort Ave.; Louisville, KY 40206) assess learning skills and are useful for academically evaluating and predicting the progress of students in grades 2.5 through 9.9. The tests included are vocabulary, English usage, arithmetic, social studies, and science. Copies are available in braille and large type. There are no time limits, and scores are reported in stanines, grade equivalents, and/or percentiles.

The Wide Range Achievement Tests—Revised Edition (WRAT) (American Printing House for the Blind; 1839 Frankfort Ave.; Louisville, KY 40206) are individually administered tests of achievement in reading, spelling, and arithmetic. The WRAT may be brailled, read aloud, or given in large print. Testing time ranges from

20 to 30 minutes. Scores are reported as standard scores, grade equivalents, and/or percentile norm ranges.

General Aptitude Tests

The Blind Learning Aptitude Test (BLAT) (T. Ernest Newland; 702 South Race St.; Urbana, IL 61801) is an individual nonverbal test designed to measure the learning aptitude and educational achievement of functionally blind children ages 6 to 16. The testing format requires tactile discrimination of embossed geometric figures. Subtests include discovery of differences, discovery of identities, proportion completion, progression completion, gross figure of pattern completion, and nine-figure matrix completion. Although the BLAT is untimed, most subjects finish in from 20 to 45 minutes.

The College Board Scholastic Aptitude Test (SAT) (ATP for Handicapped Students); College Entrance Examination Board; 888 Seventh Ave.; New York, NY 10019) is a test of "abstract intelligence." It was designed to measure an individual's general ability to use language and mathematical concepts to solve the types of intellectual problems encountered in college. This test is administered on specified dates at centers established by the publisher and is required for entrance to many colleges. The SAT may be administered orally, in braille, or in large type. These special editions are untimed; testing time is usually from three to four hours, however.

The Differential Aptitude Tests (DAT) (Blind Center; Santa Clara County; 101 North Bascom Ave.; San Jose, CA 95129) allow for the appraisal of several abilities of students ages 13 and older and thus serve as useful tools for educational and vocational guidance. The two forms, grades 8-12 and adult, test verbal reasoning, numerical ability, mechanical reasoning, abstract reasoning, spatial relations, clerical speed and accuracy, spelling, and language usage. Both forms are available in braille. Score interpretation is based not only on percentiles and stanines but also on norm comparison of the raw scores. Three hours is required for the total test.

Social Functioning Tests

The Adolescent Emotional Factors Inventory (AEFI) (Nevil Interagency Referral Service; 919 Walnut St.; Philadelphia, PA 19107) is a personality test specifically designed for and normed on visually handicapped adolescents. Most of the 150 items on this questionnaire relate specifically to experiences and problems resulting from lack of vision. The ten subscales included are sensitivity, somatic symptoms, social competency, attitudes of distrust, family adjustment, boy-girl adjustment, school adjustment, morale, attitudes toward blindness, and validation. The AEFI should be administered in large print or recorded form to allow for privacy.

The Overbrook Social Competency Scale (Nevil Interagency Referral Service; 919 Walnut St.; Philadelphia, PA 19107) measures an individual's (age 6 to adult) social competency and social development. This behavioral checklist also serves to highlight areas in which change, training, and/or counseling may prove to be helpful.

The test is administered by means of an interview, often with the handicapped individual's parents. It provides information concerning the subject's independence in daily living, interpersonal skills, mobility, group participation, and leadership. Tentative norms for visually impaired individuals are available.

The Rotter Incomplete Sentences Blank (RISB) (Psychological Corp.; 757 3rd Ave.; New York, NY 10017) is one of the most widely used projective techniques with visually handicapped students (grades 9-12 and 13-16) and adults. It was designed as a screening instrument to detect maladjustment. The RISB can be individually administered to a visually handicapped subject and then interpreted with no modifications. Administration consists merely of the examiner reading 40 sentence stems. The subject is asked to complete these sentences using expressions of personal feelings. Interpretation of the responses is based on content, style, expressed attitudes, conflicts, and other characteristics that shed light on the subject's state of mind. The RISB is objectively scored on a seven-step scale ranging from extremely good adjustment to need for psychotherapy.

CHAPTER 6
WORKING WITH PARENTS

Parental involvement is increasingly being recognized as a vital and dynamic aspect of a comprehensive school guidance program. Disabled students in general, and students with visual or hearing impairments in particular, can benefit greatly when school personnel and parents work together to facilitate career development.

Students with severe visual or hearing handicaps generally remain dependent on their parents for longer periods of time, and are often dependent in more basic ways, than nondisabled children. Because the teaching-learning process must often be altered to fit the needs of a deaf or blind child, parental involvement in virtually every aspect of education is warranted. In spite of formal instruction and structured career development programs provided through the schools, parents remain ultimately responsible for the education of their children. Parents bear the emotional as well as the financial burdens of preparing their children to enter the world of work; therefore, it is vital that they be included in the decision-making process.

In order to work successfully with the parents of a blind or deaf student, the counselor must be able to develop a rapport based on an understanding of the parents' experiences and frame of reference. Most parents suspect a visual or hearing impairment for months, or even years, before the disability is accurately diagnosed and appropriate remediation or education begun. Regardless of the nature and extent of the parents' suspicions, the final diagnosis, particularly when the disability involves a virtually total loss of sight or hearing, generally produces shock, denial, and anger. The process of adjustment to a child's disability is often likened to the mourning cycle associated with death, as described by Kubler-Ross and others. The grieving process varies in length and intensity, depending on the personality characteristics of the parents, the strength of the familial support system available to them, and the extent of the child's disability. Virtually all parents, however, experience certain phases, in turn, which shape their continued involvement with their disabled child.

During the first phase, parents generally experience shock, or numbness. Because of their acute anxiety, they may not be able to perceive clearly or to retain crucial information. As the numbness begins to fade, parents frequently experience feelings of guilt and self-recrimination. During this period, parents need support and reassurance from trusted family and friends. They generally cannot benefit from extensive medical or educational advice, nor can they be expected to begin making long-range plans concerning their child's future.

The second stage that parents of handicapped children frequently experience is denial. It is during this period that parents often search for a more positive diagnosis, for a cure, or even for the most appropriate form of treatment. Families often withdraw during this period, isolating themselves from social and other commitments. This

phase of the adjustment process is important for the handicapped child's future. It allows the family to reexamine its priorities, which often results in a stronger, more cohesive family unit. Denial can also serve as a time buffer, a period of rest before the necessity for ever-continuing efforts begins. Searching for appropriate medical and/or educational information produces both positive and negative outcomes. On the positive side, parents are motivated to seek information; they generally acquire much of their cumulative medical, psychological, and educational information during this period. On the other hand, they also learn a great deal about the ambiguities and uncertainties of the medical and educational fields.

Ultimately, parents reach the stage of resolution, or acceptance. Decisions need to be made concerning the child's treatment and education; issues involving family interaction, attitudes, and coping mechanisms must be resolved. The attitudes of the family that emerge at this stage can determine the ways in which the child faces educational and vocational decisions in the years ahead.

It is important that the counselor realize that many parents of deaf or blind children have developed extremely negative attitudes toward schools and educators as a result of previous experiences. Parents may be angry because they have received little assistance from educational personnel. They may be intimidated by educators' jargon—or unduly grateful and humble toward principals and teachers for accepting their children. And they may have heard so many conflicting messages regarding proper treatment that they appear indifferent to the latest special-education approach.

In order to counteract the negative experiences parents may have had, counselors and other educators need to build bonds of trust before true home-school collaboration can be achieved. The following practical suggestions can help counselors develop a trusting relationship with parents:

- Involve parents in all procedures and decisions concerning the student. Even the parents of a deaf or blind child who is approaching high school age should continue to be viewed as the student's primary support group. They should have input on the student's selection of coursework, decisions regarding academic or vocational tracks, and related matters.
- Give parents realistic suggestions (not commandments) regarding ways to assist the student and strengthen the parent-child relationship. Many parents need information about community resources and contact people, as well as specific suggestions for broadening their child's exposure to the adult world of education and work.
- Give copies of reports to parents. Parents need concrete information. Share reports with other professionals quickly in order to avoid lengthy delays in obtaining services. Parents should be encouraged to keep records of their meetings with representatives of service organizations, with notations of dates, names, recommendations made, and questions asked.
- Be sure that parents understand their child's abilities and assets

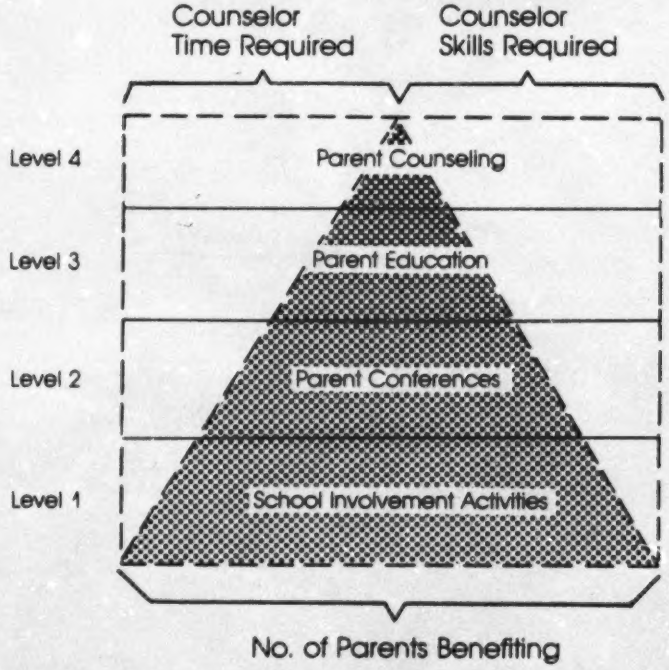
as well as his or her disabilities and deficiencies. Parents, more than anyone else, can help a student build self-confidence and self-respect by focusing on what the individual can do as opposed to what s(he) cannot do.

- Be honest with parents regarding your own knowledge and the school's facilities and services. Encourage parents to be assertive in their search for services, and inform them of their child's *right* to services.

The model for counselor/parent communication below illustrates the relationship between parents' needs and the time and level of skills required of counselors. The central section, the pyramid, represents the relative number of parents in need of a given service. It can be seen that the majority of parents can be helped primarily through participation in school-involvement activities. Fewer parents need involvement through parent conferences; still fewer require parent education and parent counseling.

The inverted triangles on either side of the pyramid represent the counselor's time and skills required. As the model demonstrates, there is an inverse relationship between the needs of parents and the demands on counselors. Counselors would thus probably be wise to focus their efforts on school-involvement activities and parent conferences.

A Model for Counselor/Parent Communication



© 1980 by Judy H. Lombana. Used with permission.

If parents feel involved in and comfortable with the daily educational activities of their child, they are more likely to play a positive role in the student's decisions about colleges and/or careers. There are numerous ways of involving parents in school programs. Parent-teacher groups can be a mutual sharing of ideas that benefits students academically, vocationally, and socially. Classroom or community newsletters, structured tutoring programs, parental assistance with career development activities, and service fairs are just a few of the myriad ways to involve parents positively and actively.

More important than any one particular parent-involvement activity is the establishment of solid communication and support. The following guidelines will help ensure that parents perceive school programs as worthwhile and beneficial:

- Plan activities that make sense to parents. Base programs on identified parent needs and interests, and explain the activities so that each parent can relate to their purposes and objectives.
- Provide parents with the information they need. Parents usually prefer to have detailed information about a given program, including specific ideas on how they can be involved.
- Encourage parents to involve themselves in classroom activities. When parents spend blocks of time in the actual teaching-learning situation, they gain an appreciation for the school program and have the opportunity to observe their child in a structured learning situation.
- Plan activities in which parents can work cooperatively with other parents. Parents can often learn more from each other than they can from teachers or counselors.
- Give parents feedback on their contributions. Positive feedback encourages greater involvement and commitment to the program and often carries over to parent-child interaction.

Conferences can be an extremely effective method of building a working partnership between home and school and facilitating the career development of the handicapped student. Counselors can help to ensure that conferences are productive and rewarding to all concerned by developing and implementing an overall plan. The following practical suggestions should prove useful:

- Develop and send home with each student a list of helpful hints to aid parents in preparing for the conference.
- Whenever possible, schedule conferences so that a parent with more than one child in the school need make only one trip to meet with school personnel.
- Collect samples of the child's work to have on hand to show parents; regardless of the nature of the conference, don't focus solely on examples of poor work.
- Arrange the conference room so that parents will be comfortable and not feel intimidated.
- Structure the meeting in terms of time available and the purpose of the conference so that parents will know what to expect.

- Before beginning to take notes, secure the parents' permission. Keep note taking to a minimum, and review notes with the parents at the conclusion of the meeting.
- Unless an extremely important problem needs to be raised, begin the session by inviting parents to share their feelings and concerns.
- When parents are angry, do not argue or become defensive. Instead, listen, write down the complaints, speak softly, and ask for suggestions for solving the problems mentioned.

CHAPTER 7
RESOURCES

The resources in this chapter can serve counselors in a variety of ways. Professional and service organizations can provide the counselor with up-to-date information. Parents welcome books and other materials that help them learn more about their child's handicap and that provide support and practical suggestions. Students can develop understanding and acceptance from books that portray handicapping conditions realistically.

Professional and Service Organizations

Accent on Information
P.O. Box 700
Bloomington, IL 61701

Alexander Graham Bell Association for the Deaf
3417 Volta Pl.
Washington, DC 20007

American Association of Workers for the Blind
1511 K. St. NW, Suite 637
Washington, DC 20005

American Council of the Blind
106 N. E. 2nd St.
Oklahoma City, OK 73104

American Foundation for the Blind
15 W. 16th St.
New York, NY 10011

American Printing House for the Blind
P.O. Box 6085
Louisville, KY 40206

American Speech-Language-Hearing Association
10801 Rockville Pike
Rockville, MD 20852

Association for Education of the Visually Handicapped
1604 Spruce St.
Philadelphia, PA 19103

Closer Look: National Information Center for the Handicapped
Box 1492
Washington, DC 20013

Conference of Executives of American Schools for the Deaf
5034 Wisconsin Avenue NW
Washington, DC 20016

Council for Exceptional Children
1920 Association Dr.
Reston, VA 22091

Council of Organizations Serving the Deaf
Box 894
Columbia, MD 21044

Exceptional Parent
635 Madison Ave.
New York, NY 10022

International Association of Parents of the Deaf
814 Thayer Ave.
Silver Spring, MD 20910

Junior National Association of the Deaf
Gallaudet College
7th and Florida Ave. NE
Washington, DC 20002

National Association of the Deaf
814 Thayer Ave.
Silver Spring, MD 20910

National Federation of the Blind
212 Dupont Circle Bldg.
1346 Connecticut Ave. NW
Washington, DC 20036

Recording for the Blind
215 E. 58th St.
New York, NY 10022

Registry of Interpreters for the Deaf
P.O. Box 1339
Washington, DC 20013

Materials for Students and Parents

Bitter, B. B., ed. *Parents in Action: A Handbook of Experiences with Their Hearing-impaired Children.* Washington, D.C.: The Alexander Graham Bell Association for the Deaf, 1978.

Gollay, E., and Bennett, A. *The College Guide for Students with Disabilities.* Cambridge, Mass.: Abt Books, 1976.

"Guide to Resources for Parents of the Handicapped Child." In *Yearbook of Special Education.* Chicago: Marquis Academic Media, 1978.

Handbook for Blind College Students. Washington, D.C.: National Federation of the Blind, n.d.

Holmes, C., and Needle, N. "Dial for Assistance: Finding Community Resources for Your Handicapped or Disabled Child." *Education Unlimited* 1 (1979), 46-48.

Katz, L.; Mathis, S. L., III; and Merrill, E. C. *The Deaf Child in the Public Schools: A Handbook for Parents of Deaf Children.* Danville, Ill.: Interstate Printers and Publishers, 1974.

Lowenfeld, B. *Our Blind Children.* Springfield, Ill.: Charles C. Thomas, 1971.

Rawlings, B. W.; Trybus, R. J.; and Biser, J. *A Guide to College/Career Programs for Deaf Students.* Washington, D.C.: Conference of Executives of American Schools for the Deaf, 1978.

Scott, E. P.; Jan, J. E.; and Freeman, R. D. *Can't Your Child See? A Guide for Parents and Professionals.* Baltimore: University Park Press, 1977.

Spradley, T. S., and Spradley, J. P. *Deaf Like Me.* New York: Random House, 1978.

Sources of Books for Use in Bibliotherapy

Baskin, B. H., and Harris, K. H. *Notes from a Different Drummer: A Guide to Juvenile Fiction Portraying the Handicapped.* New York: R. R. Bowker, 1977.

This excellent resource for bibliotherapy with handicapped children gives very detailed analyses of books and practical suggestions for evaluating materials. It includes reviews of more than 300 juvenile books portraying handicapped people.

Bernstein, J. E. *Books to Help Children Cope with Separation and Loss.* New York: R. R. Bowker, 1977.

This bibliography is divided into various categories of separation (accepting a new sibling; going to a new school) and loss (death; divorce; illness). Detailed annotations, including interest and reading levels, are provided for each selection. The emphasis is on books published since 1970.

Bisshopp, P., comp. *Books about Handicaps for Children and Young Adults: The Meeting Street School Annotated Bibliography.* Providence, R.I.: Easter Seal Society, 1978.

This is a review of 171 books for children and young adults concerning various handicaps.The titles are arranged by disability and include both fiction and nonfiction. Each listing includes a description of the story, an analysis of the realism and positive focus of the book, and a recommendation.

Brown, E. F. *Bibliotherapy and Its Widening Applications.* Metuchen, N.J.: The Scarecrow Press, 1975.

This text provides a general discussion of the history and uses of bibliotherapy and offers some practical suggestions for its use in the

classroom. Although a listing of books is provided, critical reviews are not included.

Dreyer, S. S. *The Bookfinder: A Guide to Children's Literature about the Needs and Problems of Youth Aged 2-15,* Vols. 1 and 2. Circle Pines, Minn.; American Guidance Service, 1977, 1981.

These comprehensive books include reviews of more than 2,000 children's books, many of which are concerned with handicapping conditions. The books are packaged so that the user can easily locate references and cross-check information.

Reid, V. M. *Reading Ladders for Human Relations,* 5th ed. Washington, D.C.: American Council on Education, 1972.

Divided into four "ladders"--creating a positive self-image, living with others, appreciating differences, and coping with changes—this bibliography contains listings of numerous books, divided by reading level.

Zaccaria, J. S.; Moses, H. A.; and Hollowell, J. S. *Bibliotherapy in Rehabilitation, Educational, and Mental Health Settings.* Champaign, Ill.: Stipes, 1978.

Brief annotations and general levels (juvenile, adolescent, or adult) are given for books about disabled persons. Cross-references are made to other categories, such as self-esteem, sex education, marriage, and sports.

Materials for Promoting Positive Attitudes toward Handicapped Students

Bookbinder, S. R. *Mainstreaming: What Every Child Needs to Know about Disabilities.* Exceptional Parent Press; Room 708, Statler Office Building; Boston, MA 02116.

Cleary, M. E. *Please Know Me as I Am: A Guide to Helping Children Understand the Child with Special Needs.* Massachusetts Association for Children with Learning Disabilities; 11 River St.; Wellesley, MA 02181.

A Different Approach. South Bay Mayor's Committee for the Employment of the Handicapped; 2409 N. Sepulveda Blvd., #202; Manhattan Beach, CA 90266.

Everyday Champions. Illinois Bell Telephone Co.; 225 W. Randolph St.; Chicago, IL 60606.

A Fighting Chance. Operation DIAL; 160 N. LaSalle St., Room 1140; Chicago, IL 60601.

Lombana, J. H. *EMPATHY: Exercises to Multiply Positive Attitudes toward Handicapped Youth.* Educational Resources and Consultation, Inc.; 105 Cypress Landing; Jacksonville, FL 32223.

Ross, R., and Freelander, I. R. *Handicapped People in Society: A Curriculum Guide.* College of Education; University of Vermont; Burlington, VT 05401.

Ward, M. J.; Arkell, R. N.; Dahl, H. G.; and Wise, J. H. *Everybody Counts! A Workshop Manual to Increase Awareness of Handicapped People.* Council for Exceptional Children; 1920 Association Dr.; Reston, VA 22091.

BIBLIOGRAPHY

Chapter 1: The Counselor and Students with Visual or Hearing Impairments

Bolton, B., ed. *Psychology of Deafness for Rehabilitation Counselors.* Baltimore: University Park Press, 1976.

Delafield, G. L. "Adjustment to Blindness." *New Outlook for the Blind* 70 (1976), 64-68.

Garrison, W. M., and Tesch, S. "Self-concept and Deafness: A Review of Research Literature." *Volta Review* 80 (1978), 457-66.

Higgins, P. C. *Outsiders in a Hearing World: A Sociology of Deafness.* Beverly Hills, Calif.: Sage Publications, 1980.

Knee, S. S. "Emotional Problems of the Deaf Child." *Teacher of the Deaf* 74 (1976), 413-26.

Lombana, J. H. *Guidance for Handicapped Students.* Springfield, Ill.: Charles C. Thomas, 1981.

Rusalem, H. *Coping with the Unseen Environment.* New York: Teachers College Press, 1972.

Weiner, F. *Help for the Handicapped Child.* New York: McGraw-Hill, 1973.

Chapter 2: Counseling Students with Visual or Hearing Impairments

Brown, E. F. *Bibliotherapy and Its Widening Applications.* Metuchen, N.J.: The Scarecrow Press, 1975.

Foster, J. C., ed. *Guidance Counseling and Support Services for High School Students with Physical Disabilities.* Cambridge, Mass.: Technical Education Research Center, 1977.

Miller, W. H. "Group Counseling with the Blind." *Education of the Visually Handicapped* 3 (1971), 46-51.

Patterson, C. H., and Stewart, L. G. "Principles of Counseling with Deaf People." In *Counseling with Deaf People*, edited by A. E. Sussman and L. G. Stewart. New York: New York University School of Education, 1971.

Welsh, R. L. "The Use of Group Strategies with the Visually Impaired: A Review." *Journal of Visual Impairment and Blindness* 72 (1978), 131-38.

Chapter 3: Developing Positive Attitudes toward Students with Visual or Hearing Impairments

Anderson, R. M.; Greer, J. G.; and Odle, S. J. *Individualizing Educational Materials for Special Children in the Mainstream.* Baltimore: University Park Press, 1978.

Chapman, E. K. Visual Handicaps in Your Classroom. *Special Education: Forward Trends* 6 (1979), 15-16.

Charles, C. M., and Malian, I. M. *The Special Student: Practical Help for the Classroom Teacher.* St. Louis: C. V. Mosby, 1980.

Gearheart, B. R., and Weishahn, M. W. *The Handicapped Student in the Regular Classroom.* St. Louis: C. V. Mosby, 1980.

Hanninen, K. A. *Teaching the Visually Handicapped.* Columbus, Ohio: Charles E. Merrill, 1975.

Lorton, M. B. *Workjobs: Activity-centered Learning for Early Childhood Education.* Menlo Park, Calif.: Addison-Wesley, 1972.

Lowenfeld, B., ed. *The Visually Handicapped Child in School.* New York: John Day, 1973.

Nix, G. W., ed. *Mainstream Education for Hearing-impaired Children and Youth.* New York: Grune and Stratton, 1976.

Northcott, W. H., ed. *The Hearing-impaired Child in a Regular Classroom.* Washington, D.C.: A. G. Bell Association for the Deaf, 1973.

Sullivan, M. G. *Understanding Children Who Are Partially Seeing: A Classroom Teacher's Guide.* Seattle: Special Child Publications, 1974.

Wolff, S., and Wolff, C. *Games without Words: Activities for Thinking Teachers and Thinking Children.* Springfield, Ill.: Charles C. Thomas, 1974.

Chapter 4: Career and Educational Planning

Clark, G. M. *Career Education for the Handicapped Child in the Classroom.* Denver: Love, 1979.

Galassi, J. P., and Galassi, M. D. "Preparing Individuals for Job Interviews: Suggestions from More Than 50 Years of Research." *Personnel and Guidance Journal* 57 (1978), 188-92.

Kokaska, C. "Career Awareness for Handicapped Students in the Elementary Schools." *Career Development for Exceptional Individuals* 1 (1978), 25-35.

Krupnick, N., and Krieger, G. W. "The Deaf in the World of Work." *Journal of Employment Counseling* 13 (1976), 182-88.

Lombana, J. H. "Career Planning with Visually Handicapped Students." *Vocational Guidance Quarterly* 28 (1980), 219-24.

_____. "Facilitating Career Guidance of Deaf Students: Challenges and Opportunities for Counselors." *Vocational Guidance Quarterly* 27 (1979), 350-58.

Monahan, L. H.; Giddan, N. S.; and Emener, W. C. "Blind Students: Transition from High School to College." *Journal of Visual Impairment and Blindness* 72 (1978), 85-87.

Chapter 5: Psychoeducational Assessment

Guidubaldi, J.; Kehle, T. J.; Murray, J. N. "Assessment Strategies for the Handicapped." *Personnel and Guidance Journal* 58 (1979), 245-51.

Jensema, C. "Considerations in Utilizing Achievement Tests for the Hearing Impaired." *American Annals of the Deaf* 125 (1980), 495-98.

Levine, E. S. "Mental Assessment of the Deaf Child." *Volta Review* 73 (1971), 80-105.

Moran, M. *Assessment of the Exceptional Learner in the Regular Classroom.* Denver: Love, 1978.

Morse, J. L. "Answering the Questions of the Psychologist Assessing the Visually Handicapped Child." *New Outlook for the Blind* 69 (1975), 350-53.

Ozias, D. K. "Achievement Assessment of the Visually Handicapped." *Education of the Visually Handicapped* 7 (1975), 76-84.

Scholl, G. T., and Schnur, R. "Measures of Psychological, Vocational, and Educational Functioning in the Blind and Visually Handicapped: Introductory Remarks." *New Outlook for the Blind* 69 (1975), 365-70.

Vander Kolk, C. J. "Intelligence Testing for Visually Impaired Persons." *Journal of Visual Impairment and Blindness* 71 (1977), 158-63.

Chapter 6: Working with Parents

Abidin, R. R. *Parent Education and Intervention Handbook.* Springfield, Ill.: Charles C. Thomas, 1980.

Allen, J. C., and Allen, M. L. "Discovering and Accepting Hearing Impairment: Initial Reactions of Parents." *Volta Review* 81 (1979), 279-85.

Burks, H. F. *School and Home Work Together.* Huntington Beach, Calif.: Arden Press, 1978.

Buscaglia, L. *The Disabled and Their Parents: A Counseling Challenge.* Thorofare, N. J.: Charles B. Black, 1975.

Clements, J. E., and Alexander, R. M. "Parent Training: Bringing It All Back Home." *Focus on Exceptional Children* 7 (1975), 1-12.

Flint, W., and Deloach, C. "A Parent Involvement Program Model for Handicapped Children and Their Parents." *Exceptional Children* 41 (1975), 556-57.

Kroth, R. *Communicating with Parents of Exceptional Children.* Denver: Love, 1975.

Love, H. D. *Parental Attitudes toward Exceptional Children.* Springfield, Ill.: Charles C. Thomas, 1970.

McNamara, J., and McNamara, B. *The Special Child Handbook.* New York: Hawthorn, 1977.

Mindel, E. D., and Vernon, M. *They Grow in Silence: The Deaf Child and His Family.* Silver Spring, Md.: National Association of the Deaf, 1971.

Seligman, M. *Strategies for Helping Parents of Exceptional Children.* New York: The Free Press, 1979.

Stewart, J. C. *Counseling Parents of Exceptional Children: Principles, Problems, and Procedures.* New York: MSS Educational Publishing, 1974.

Webster, E. J. *Counseling with Parents of Handicapped Children.* New York: Grune and Stratton, 1977.